DOCUMENT RESUME

ED 257 583 PS 015 207

TITLE A Guide for Local Nutrition Consultants on the Nutrition Component of Head Start Programs.
INSTITUTION Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
REPORT NO DHHS-OHDS-84-31189
PUB DATE 83
NOTE 57p.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Delivery Systems; *Dietitians; Employment Qualifications; *Food Service; Guidelines; *Nutrition; *Nutrition Instruction; Objectives; Preschool Children; Preschool Education
IDENTIFIERS *Project Head Start

ABSTRACT

This handbook has been prepared as a guide for the nutritionist providing services to Head Start and other preschool day care programs. Introductory sections describe Project Head Start; the program's major components and aspects of the program; center-based, home-based, child and family development, and Child Development Associate (CDA) programs; and career development and training. Subsequent sections discuss program operations at the local, regional, and national level; goals and objectives of the nutritional component of Project Head Start; and facts about nutrition and the family (including nutrition in home-based programs and for the handicapped child). Nutrition education, food service and delivery systems, and funds for meals and snacks are also discussed. Qualifications, competencies, and typical functions of the nutritionist; grantees' expectations of the nutritionist, and the nutritionist's mode of operation are described. Concluding remarks focus briefly on the development of linkages between Head Start programs and community resources. Included in the handbook is an annotated bibliography providing citations concerning the nutrition component of Head Start and nutrition education. (RH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
Office of Human Development Services
Administration for Children, Youth and Families
Head Start Bureau

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

hds
human
development
services

ED257583

HANDBOOK FOR LOCAL HEAD START NUTRITION SPECIALISTS

PS 015207

Material contained in this publication is in the public domain and may be reproduced, fully or partially, without permission of the Federal Government. Source credit is requested but not required. Permission is required only to reproduce any copyrighted material contained herein.

A GUIDE FOR LOCAL NUTRITION CONSULTANTS ON THE NUTRITION COMPONENT OF HEAD START PROGRAMS

U.S. Department of Health and Human Services
Office of Human Development Services
Administration for Children, Youth and Families
Head Start Bureau
Washington, DC 20013

1983

DHHS Publication No. (OHDS) 84-31189

PREFACE

This handbook has been prepared as a guide for the nutritionist who is providing services to Head Start and other preschool day care programs.

The Head Start nutrition component has four major mandates. These are (1) to provide nutritious food appropriate for children, including meals and snacks, which help meet their nutritional requirements; (2) to provide a physical and emotional environment conducive for children to develop positive food attitudes and eating habits; (3) to help the parents and the staff understand the role of nutrition in the child's physical, mental and social development; and (4) to increase their ability to meet the child's nutritional needs.

In order to effectively fulfill these mandates, Head Start Programs need consultation from a nutritionist (or other nutrition personnel) with educational preparation and experience in foods and nutrition. Recognizing that the nutritionist may not have had actual experience in a Head Start or a day care program, this handbook has been prepared as a general guide to understanding Head Start Programs and the various functions of the nutritionist. For further assistance contact:

Nutrition Specialist
Head Start Bureau
Administration for Children, Youth and Families
Office of Human Development Services
Department of Health and Human Services
P.O. Box 1182
Washington, DC 20013

CONTENTS

INTRODUCTION 1

- HEAD START
- MAJOR COMPONENTS OF HEAD START
- HEAD START PROGRAM ASPECTS
- CENTER BASED PROGRAMS
- HOME BASED PROGRAMS
- CHILD AND FAMILY DEVELOPMENT PROGRAMS
- CHILD DEVELOPMENT ASSOCIATE PROGRAMS
- CAREER DEVELOPMENT AND TRAINING

PROGRAM OPERATIONS 4

- LOCAL LEVEL
- REGIONAL LEVEL
- NATIONAL LEVEL

THE NUTRITION COMPONENT 6

- GOALS
- OBJECTIVES
- NUTRITION AND THE FAMILY
- NUTRITION IN HOME BASED PROGRAMS
- NUTRITION EDUCATION
- NUTRITION FOR THE HANDICAPPED CHILD
- FOOD SERVICE DELIVERY SYSTEMS
- FUNDS FOR MEALS AND SNACKS

QUALIFICATIONS AND FUNCTIONS OF THE NUTRITIONIST 19

- QUALIFICATIONS
- COMPETENCIES
- TYPICAL FUNCTIONS
- GRANTEE'S EXPECTATIONS
- MODE OF OPERATION

DEVELOPMENT OF LINKAGES WITH COMMUNITY RESOURCES 27

BIBLIOGRAPHY 29

USDA REGIONAL OFFICES 47
ACYF REGIONAL OFFICES 49

INTRODUCTION

Head Start: The Head Start Program is focused primarily upon preschool children from low-income families who have not reached the age of compulsory school attendance. The intent of the legislation[1] is to (1) provide such comprehensive health, nutritional, educational, social and other services as will aid the children to attain the full potential, and (2) to provide for direct participation of the parents of such children in the development, conduct, and overall program direction at the local level. Head Start is concerned with all aspects of the child's development -- physical, intellectual, social growth and mental health.

Head Start also reaches out to community agencies to enlist their aid in providing services for the preschool child and the family. It is a partnership between Head Start, the parents, and the community in planning, implementation, and evaluation of the program.

[1]Omnibus Budget Reconciliation Act of 1981 (P.L. 97-35).

Mental Health: Head Start recognizes the importance of providing mental health and psychological services to children of low-income families, to encourage their emotional and social development. A mental health professional should be available to every Head Start Program to provide mental health training to staff and parents and to make them aware of the need for early attention to the special problems of children.

Nutrition: Children in Head Start are served Nutritious meals and snacks appropriate for the span of time they are in the program each day. A professional nutritionist provides consultation regarding the food and nutrition services, and helps staff identify the nutritional needs of the children. A nutrition education program is planned to help staff, parents and children select nutritious foods. Needy families are helped to apply for food assistance programs such as the Food Stamp Program, and the Supplemental Food Program for Pregant Women, Infants and Children.

Parental Involvement: Parents are the most important influence on a child's development. An essential part of every Head Start Program is the involvement of parents in parent education and program planning and operating activities. Many serve as members of Policy Councils and Committees and have a voice in administrative and managerial decisions.

Through participation in classes and workshops on child development and through staff visits to the home, parents learn about the needs of their children and about educational activities that can be carried out at home. Many parents also serve in Head Start on a volunteer or paid basis as aides to teachers, social service personnel and other staff members, and as cooks, storytellers and supervisors of play activities. They receive preference for employment in non-professional Head Start staff jobs.

Social Services: Often, parents of Head Start children have so many problems making ends meet that they cannot give the children all the things they need. It is the job of the Head Start social services coordinator to refer these families to local agencies, to help them obtain the services they require.

Services to Handicapped Children: A handicapped child can often learn more readily in a group with other children than in a separate group for the handicapped. Head Start has successfully carried out a 1972 Congressional mandate[3] requiring that at least 10 percent of its national enrollment consist of handicapped children.

Handicapped children and their families receive the full range of Head Start development services. In addition, Head Start staff members work closely with community agencies to provide services to meet the special needs of the handicapped child.

[3]Head Start, Economic Opportunity and Community Partenship Act of 1974 P.L. 93-644.

Career Development and Training: Project Head Start provides staff at all levels and in all program areas with training to improve job performance and opportunities for career advancement.

HEAD START PROGRAMS APSECTS

Center Based Programs: The Administration for Children, Youth and Families(ACYF) funds Head Start Programs nationwide through its ten regional offices and the Indian and Migrant Program Division. Most Head Start Programs are center based, comprehensive child development programs serving childrn age 3 to school entry. The programs usually operate 8 months, 5 days a week either part day or full day depending upon local needs. Variations from this model may include programs operating a shorter period of time and less than 5 days per week.

The task of the local Head Start Program is to identify and assess community needs and to mobilize and utilize community resources as an adjunct to ACYF funds in order to provide the comprehensive services required.

Home Based Programs: These programs focus on the parent as the primary factor in the child's development and the home as the central facility. The same kinds of services which are available to children served in a center Based Head Start program will be available to children served by a home-based program. As in center-based programs, the home-based program must make every possible effort to identify, coordinate, integrate and utilize existing community resources and services. Seven training centers have been set up around the country to provide training and technical assistance to the Home Based Programs.

Child and Family Development Programs: Over the years Head Start has initiated a variety of child and family development programs such as the Child and Family Resource Programs and the Parent and Child Centers. These programs were designed to provide family oriented services to children from the prenatal period to age three and up. Prime objectives included enhancing and strengthening the parents' role as the primary influence on their child's life, and developing linkages with a network of community organizations in order to maximize the services available to low-income families.

These child and family development programs represented a major intervention strategy focused on the complex multi-faceted problems of poverty. The program components included cognitive stimulation experiences for infants and children, family counseling, nutrition and health care, coordination of social services, and maximum involvement of parents.

Child Development Asssociate Program: The Child Development Associate (CDA) program represents a national effort of the Administration for Children, Youth and Families(ACYF), U.S. Department of Health and Human Services, to improve the quality of care for young children. Focus of the effort is on the training, assessment, and credentialing of the child care staff members who are the primary caregivers for children aged 3 to 5 years in center-based programs.

This newly created professional category is called a Child Development Associate (CDA), based on academic and field training the CDA Credential is awarded to candidates who have demonstrated their competence in designated areas of child development.

The assessment of the CDA candidate and award of the CDA Credential are conducted by the Bank Street College of Education.

Since all classroom staff are involved in the Head Start center feeding program and in using the daily mealtime to establish good food habits the Nutrition Specialist can play an important role in identifying the competencies needed in this area and providing the training.

Career Development and Training: Project Head Start provides staff at all levels and in all program areas with training to improve job performance and opportunities for career advancement within the program. Local Head Start programs inform the ACYF Regional Offices or the Head Start Indian and Migrant Programs Division of their training needs, and every effort is made to meet those needs.

In addition, the Head Start Supplementary Training Program gives professional and nonprofessional employees the opportunity to study child development and related subjects at colleges and universities, in courses which can lead to academic degrees or to certification in the field of early childhood education.

PROGRAM OPERATIONS

In order for the nutritionist to work effectively, he/she must understand the framework within which Head Start Programs operate. The following brief description gives a picture of the Head Start operational units at each governmental level.

Local Level

Administrative Units:

Grantee: The term "grantee" means a public or private nonprofit agency designated to operate a Head Start Program by the responsible Health and Human Service Office.

Delegate Agency: The term "delegate agency" means a public or private nonprofit organization to which a grantee has delegated all or part of Head Start Program. The delegate agency may be a school, settlement house, community action agency, etc. that has been given responsibility and funds to operate a Head Start Program.

Each grantee and delegate agency operating a center has a Head Start Director, administrative personnel and one or more component specialists (nutrition, education, parent involvement, social service, health, and career development) on a full or part-time basis depending on the size of the program and its resources. Other personnel at the grantee or delegate agency level may include food service personnel if there is a central food service facility.

The Performance Standards and related guidance specify that each center must utilize the services of a qualified nutritionist. Some programs will have a full or part-time staff nutritionist. Other programs will have an agreement with a nutritionist to provide periodic and regularly scheduled supervision.

Some programs may have designated a staff person at grantee, delegate agency or center level (lead teacher, or nurse,) as a "Coordinator" to take responsibility for the nutrition component and act as liaison between the nutritionist and the program. It is important to establish a working relation with this person.

Center: In most instances includes food preparation facilities. The center may be in a church, school, storefront, house or apartment. A grantee or delegate agency may have one or more centers.

Staff at the centers include teachers and teacher aides, cook and perhaps a helper for an on-site kitchen or food service aide if meals are delivered. Additional staff may include a janitor, volunteers, social service aides, health aides, and other support personnel.

Regional Level

The United States and its territories are divided into 10 regions each of which contains its national counterpart of the Head Start Bureau. The Indian and Migrant Program Division located in Washington, D.C. serves Indian and Migrant Head Start Programs nationwide.

Functions: The ACYF Regional offices perform the following functions in relation to Head Start:

Process Head Start grant applications and allocate funds to programs.

Develop regional guidelines and policies of operation.

Monitor Head Start Programs for compliance with national and regional policies and standards and recommend program changes.

Establish amounts and deploy monies available from ACYF funds for regional and State training and technical assistance (T/TA) to programs.

Staff: The Regional Administrator of the Office of Human Development Services has major responsibility for administering all programs in OHDS in the Region.

The Regional Program Director of ACYF has major responsibility for administering ACYF programs which include Head Start.

The Director, Head Start Division, is responsible for providing regionwide leadership in the area of early child development and for promoting quality comprehensive services for children and their families and coordinating the Division's activities with those of the national, office of ACYF.

Child Development Program Specialist: The Child Development Program Specialist is the staff member to whom the Region delegates responsibility for a designate number of Head Start Programs. These specialists are the link between the local programs and the Regional Office. They evaluate the quality of local programs and interpret national or regional policy to the local program.

The Regional staff is responsible for implementing and providing training for local programs in all Head Start components based on an assessment of needs.

THE NUTRITION COMPONENT

Goals:

For children to gain maximum benefits from the Head Start program, they must bring healthy bodies and minds, sustained by nutritious food, to the learning process. Thus, a first step is to screen the child upon entrance to Head Start in order to determine the nutritional and health status. Based on this evaluation needed remedial action is arranged. The family, the center, and the community agencies are involved in follow-up programs.

To ensure that children receive their total daily nutritional needs, the second goal of the nutrition component focuses on helping the family and the center personnel meet their responsibilities for feeding the children. This involves training for the parent on topics such as maternal and child nutrition, growth and development, menu planning, food economics, food selection, food preparation, home management, and food assistance programs. For the staff of the center program it includes, in addition, the training necessary to provide nutrition education to the child and family, and to prepare and serve nutritious meals.

The nutrition component, while providing for the child's nutritional needs for the hours spent at the center, also utilizes the time to build a positive self-concept through recognition and serving of cultural and ethnic foods, allowing choices, and helping children to sense their food.

Objectives:

The objectives of the nutrition component are not only concerned with food but also with the emotional and physical environment in which the food is served. Five important related nutrition objectives are to:

- Provide food which will help meet the child's daily nutritional needs in a pleasant environment recognizing individual differences and cultural patterns.
- Promote physical, intellectual, social and emotional growth and development.
- Provide an environment for nutritional services which will support and promote the use of the feeding situation as an opportunity for learning.
- Help staff, child and family to understand the relationship of nutrition to health, and the factors which influence food habits.
- Demonstrate the interrelationships of nutrition to other activities of the Head Start Program and its contribution to the overall child development goals.
- Involve all staff, parents and community agencies as appropriate in meeting the child's nutritional needs so that nutritional care provided by Head Start complements and supplements that of the home and community.
- Introduce a variety of unfamiliar nutritious foods and build good food habits and attitudes.

- 0 Demonstrate mealcime as a pleasurable and enjoyable experience for socialization as well as eating.

- 0 Provide learning experiences through participation in mealtime activities - setting table, preparing food, serving food, cleaning up, etc.

- 0 Develop the decision-making process by allowing thechild to serve herself, himself, pour milk, etc.

The preschool child is impressionable and enjoys imitating his peers and elders. The parents, teachers and other adults surrounding the child play an important role in shaping the child's attitute toward the acceptance of nutritious foods. Thus these adults are expected to reinforce these attitudes by eating the same foods with the children at mealtimes.

Nutrition and the Family:

The goal of the nutrition component of any child oriented program is to assure that the child attain or maintain the best possible nutritional status for now and for the future. This goal must be expressed in terms of actual food provided, and nutrition education appropriate for preschool children. In a center based program, the family needs to know what the center is doing to meet the goal of sound nutrition and how these activities supplement the responsibilities of the family for meeting the nutritional needs of the child.

In a home based program, the focus will have to be on helping the family meet 100% of the child's food needs for growth and development and nutrition related learning experiences. (See section on Home Based Programs) The whole family should benefit from either type of program. However, for this to happen, specific plans must be made based on (1) access to resources to provide an adequate diet or to complement the food served in the center, (2) understanding of the difference food makes in the growth and development of the child, and (3) access to information about the many ways to plan an adequate diet; various food preparation methods; avenues for stretching the food dollars; and a variety of other appropriate home management techniques.

Steps must be taken to assure that:

1. Food and nutrition needs of the family are identified.

2. A plan is evolved with the family to meet the most immediate nutritional needs -- i.e., perhaps for food itself, -- other related needs, -- and based on the family's patterns and preferences.

3. Needed resources are identified and where they are available -- i.e., food stamps, WIC, emergency food banks, support persons, home economists, nutritionists, and sources of equipment for the home.

All available resources must be utilized whether governmental or private. Some families may need assistance in taking advantage of the benefits legally available. State and local public health nutritionists usually have the most up-to-date information on resources.

In addition, nutrition involvement and education may be conducted through many vehicles such as:

1. An information transmittal procedure between center and home via personal communications, newsletters, menus, bulletin boards.

2. Individual conferences with parents before, during, and after a child's physical, dental and medical examination and during interview on child's dietary and health history.

3. Parent policy council meetings involved in decision-making pertaining to the nutrition program including evaluation.

4. Menu planning committee on which parents, food service staff and nutritionist serve together.

5. Observation by parents at the center.

6. Involvement of parents daily acitvities at the center such as food preparation, sharing in meals and snacks, accompanying children on field trips, etc.

7. Home visits by community nutrition aides or center's food service workers.

8. Adult education and vocational education courses offered in the community.

9. Attendance at workshops provided for food service personnel.

10. Parent meetings at which food service personnel or other invited speakers present information and demonstrations.

11. Mass media: local radio, TV, newspapers, magazines.

12. Participation in community-supported activities, i.e. food assistance programs, cooperative buying, gardening, canning, school lunch.

13. International Family Day - monthly shared meals to introduce various cultural and ethnic foods.

Nutrition in Home Based Programs

The Home-Based Head Start Program focuses on the parent as the primary factor in the child's development and the home as the central facility. Families with a child in the age range from 3 up to school age may be enrolled.

The Home-Based Program is a full year program served by a para-professional home visitor who is trained in the competencies essential for providing services to the family and child and who can communicate in the language spoken by the family. On the average the home visitor makes 3 home visits per month per family each of at least 90 minutes duration. In addition, there must be one group experience per month for parents and their children of at least 3 hours duration. These group experiences may take place in a home or preferable in a community resource (Head Start center, school, etc.) that is licensed by the State and local authorities. Each home visitor is responsible for no more than 12 families.

All Head Start program components - education, health (nutrition, medical, dental, and mental health), social services and parent involvement are included in Home-Based programs. However, the nutrition component, unlike the center-based Head Start, does not provide meals. Children in home-based programs are not eligible to receive reimbursement for meals and snacks under the Child Care Food Program except on the days when they are served meals in a licensed facility. On these days the person responsible for the food service should make certain that the home based children are counted in the total meals eligible for reimbursement.

The home vistor may arrange to bring a snack or introduce a new food to the family during a monthly nutrition activity. During a group experience session, if held in a licensed facility or Head Start center, the home visitor may arrange to have a meal or snack served depending on the time of the meeting.

In the Home-Based program the nutrition component is directed toward assessing, in conjunction with the parents, the nutritional needs of each family member and providing information, referrals, and assistance to meet these needs. The home visitor is expected to help parents with consumer education on topics such as food economics, home management, food handling and food perservation, materials and child nutrition, and food assistance programs. The home visitor must also be knowledgeable of the community resources which can provide additional information to parents such as USDA Extension classes on a wide range of topics related to family living.

Each Home-Based Program should utilize the services of a qualified nutrition consultant to train the home-visitor to carry out the functions essential to meeting the nutrition objectives of the Head Start Program. The major services of the nutritionist that will be required are primarily:

1. To help the home visitor acquire knowledge and understanding of the food needs of various family members and the developmental and socialization needs of children.

2. To train the home visitor to identify strengths and weaknesses of the family food patterns through (1) observation of foods on hand in the home, (2) cooking equipment and utensils available; and (3) discussion of family members' food preferences, menus and shopping lists.

3. To train the home visitor to work with the family in modifying existing deficient dietary patterns taking into account family food preferences and cultural practices.

4. To help the home visitor become aware of the importance of food activities as learning experiences for children and of the essentials of a pleasant dining environment conducive to establishing sound food habits. Training sessions should cover the relationship of children and adults at the table, and the need for children to participate in the preparation and serving of the meal.

5. To train the home visitor how to conduct nutrition demonstrations for the parent and child such as the preparation of a snack, the introduction of a new food, and how to evaluate the effectiveness of the demonstration.

6. To familiarize the home visitor with the community resources available for food assistance programs, nutrition counseling programs, nutrition and consumer education programs, such as provided by USDA Child Nutrition Programs, Extension, land-grant colleges, local health departments, and school home economics' departments.

7. To help the home visitor become familiar with and select appropriate nutrition education materials for use with the family. Additional details helpful to the nutritionist and home visitor may be found in the section on nutrition education.

Nutrition Education

Nutrition education for staff, children and parents are important aspects of the nutrition program. Basic nutrition concepts developed by the Interagency Nutrition Education Committee[2] provide a basis for nutrition activities which can be developed at various educational levels including preschool.

Nutrition Education Concepts

1. Nutrition is the food you eat and how the body uses it.
   - o We eat food to live, to grow, to keep healthy and well, and to get energy for work and play.
2. Food is made up of different nutrients needed for growth and health.
   - o All nutrients needed by the body are available through food.
   - o Many kinds and combinations of food can lead to a well-balanced diet.
   - o No food, by itself, has all the nutrients needed for full growth and health.
   - o Each nutrient has specific uses in the body.
   - o Most nutrients do their best work in the body when teamed with other nutrients.
3. All persons, throughout life, have need for the same nutrients , but in varying amounts.
   - o The amounts of nutrients needed are influenced by age, sex, size, activity, and state of health.
   - o Suggestions for the kinds and amounts of food needed are made by trained scientists.
4. The way food is handled influences the amount of nutrients in food, its safety, appearance and taste.
   - o Handling means everything that happens to food while it is being grown, processed, stored, and prepared for eating.

[2]Nutrition Programs News, U.S. Department of Agriculture, Washington, D.C. 1964.

Children are not born with definite food likes and dislikes. Their eating habits and food preferences are gradually formed by experiences with food. The child's early food choices are influenced by the family's food habits and experiences.

Mealtime a Vehicle for Learning

Mealtime in Head Start can be a source of learning experiences for sharing responsibility in setting the table and serving the food. Use of family style service with children helping themselves to certain foods can help promote physical coordination, socialization, and conversation between children and adults. Children serving themselves can help provide opportunities for decision making and encourage positive food habits; it helps them to choose from among different foods as well as to learn about average size servings. Family style service can also be a means for demonstrating and teaching hygienic and safe food practices. Another benefit is that adults sharing the same food as children in an accepting, enthusiastic manner helps to provide a role model for children to follow.

Learning about food can be associated both with mealtime and with other daily activities. Successful planning of simple "do-able" food experiences in keeping with the child's interest, needs and development requires the cooperative effort of teacher and food service personnel and also aims to involve parents. Specialists may be consulted as needed especially as a source of teaching aids and other resource materials. The absence of on-site food preparation facilities need not be a deterrent to providing children with food-related activities.

Food experiences can be based on education principles applicable to young children, for example:

they learn by doing
they like to do things for themselves
they often copy the adults and children around them
they are not all alike - some are slow, some are fast
they learn by reinforcement of ideas
they are interested in each other
they have a short attention span

Activities

The child learns by participation in touching, tasting, smelling, feeling, cutting, mixing, cooking, growing food, etc. Young children have a natural love for cooking. The sensory involvement starting with "mud pie" or "play dough" cookies to the more complete skills of dicing vegetables for soups or baking bread attracts children to cooking.

Introduction of a new or unfamiliar food can be the focal point for a series of learning activities. Its first presentation may be through pictures, stories and art work. The next step may be a field trip, if feasible, or a movie or film strip to observe how and where the food grows or is produced. The children are then ready for an outing to the store to purchase the food and to prepare it for tasting. Follow-up lessons can center around preparing the food in different ways. These activities are then culminated by serving the food as part of the meal or snack.

Food preparation experiences can be used for learning other concepts in addition to learning about nutrition. For example, in the preparation of applesauce from picture recipes a child can learn:

a) to follow a sequence of steps
b) the meaning of new words - peel, boil, cinnamon, tender, etc.
c) simple ideas about numbers and measurements
   4 apples
   2 cups water

Scientific concepts are observed during the cooking process - apples change in consistency, water is absorbed, water is evaporated when boiled, sugar is dissolved.

Language skills are developed as the child learns to label and classify foods and objects and organize his thoughts for telling about his food - related experiences.

Hygienic and safety practices associated with food handling can also be conveyed - washing hands before touching the food, washing the hands after using a handkerchief, how to handle a knife, etc.

Children's food activities can be a regularly scheduled event provided for during menu planning. Certain items on the weekly menu can be reserved for preparation by the children - soup, salad, sandwich, meat loaf, simple desserts, muffins, cocoa , etc.

Other food preparation experiences can center around special occasions when parents are invited to eat with the children such as a breakfast for parents, a family dinner during Good Nutrition Week, or are International Food Fair. During these activities the children may be given a voice in planning the menu.

Children also can learn about food and nutrition through playing in the playhouse corner as a cook or as a shopper or grocer in the make-believe store. Colorful food charts are helpful in this effort.

Knowledge that food is related to growth and health can be communicated through the care of plants and pets, planting and tending a garden, etc.

Nutrition Services for the Handicapped Child

The term "handicapped" is defined to mean mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, or other health impaired children, or children with specific learning disabilities who require special education and related services.

All children with handicapping conditions are of concern to the nutritionist since there is evidence that these children are especially at risk nutritionally. Children with difficulties in chewing and/or swallowing, with underdeveloped feeding skills, allergic conditions, or metabolic disturbances requiring special diets or variation in food preparation and service are more obviously in need of help from a skilled nutritionist.

The child with a handicap has all the ordinary requirements that all children have for meeting food and eating needs. The foods provide the nutrients the child needs for growth and development, maintenance of healthy tissue, regulation of the many chemical processes going on in the body, and provision of energy.

The process of eating provides for other needs of the child. For one thing, food helps the child learn how to use various parts of the body. Eating requires the use of the eyes, mouth, and throat muscles. In fact, when we watch very young children eat, we see that their entire bodies are trying to help in their feeding. Eye-hand coordination is one of the skills being developed in this process and the steps leading to this must be allowed to take place, including use of finger foods and use of utensils. Eating is also a time of interaction and socialization when encouragement and acceptance are needed. The major special nutrition-related problems you may see in the child with a handicap are: slower growth rates, poor food habits leading to inadequate nutrient intake, delayed feeding skills, feeding problems related to inability to chew and swallow, underweight and overweight.

Most of these problems require that you be especially aware of what the child is eating. The food pattern mandated for all children in Head Start should provide the needed nutrients, but the child with a handicap may need the encouragement provided by eating with other children and staff to eat the food served.

The child with a handicapping condition may require more time to eat than other children and should feel no pressure to hurry. In addition, some modifications of eating equipment may be needed or occasionally special equipment may be required.

If the child has delayed feeding skills, one must start where the child is developmentally and plan over a longer time to bring the child through the steps of sucking to swallowing pureed foods, and then through chewing and swallowing solid foods.

The child with additional problems in chewing and swallowing requires a specific diagnosis of the cause and plans to be made for developing the muscles and reflexes needed for chewing and swallowing.

Problems of both underweight and overweight need to have the cause diagnosed and a long term plan made for getting these problems under control.

It is especially critical that the parents be included in plans made to meet any of these special nutrition needs of the child since a major part of the child's food needs may be met at home.

A child with one of the metabolic errors such as phenylketonuria will be on a carefully planned and controlled diet. For the most part, the food itself will be provided by the family, with the center using it for the child's meal, making sure that the other children do not share their food.

Other special dietary needs, such as those for a child with diabetes, may be provided from the same menu used for all the children with only minor, if any, changes.

Several of the problems described require help from specialists such as nutritionists, occupational and physical therapists and others. Your local or State health department will advise you on who in your State can provide this assistance and also help in staff training.

Food Delivery Systems

On-Site The majority of the Head Start Programs have on-site food preparation facilities in each center. Usually a kitchen provides food for from one to four classes. In some programs, there is a central kitchen that prepares and distributes meals and snacks for all or most of the centers of the grantee or delegate agency.

On-site kitchens in some cases are shared with the church, settlement house, boy's club or other groups using the facilities. Certain problems may be encountered such as (1) on some days the kitchen may be available to Head Start, (2) vandalism and stealing may occur, (3) it may be difficult to maintain safety and sanitation standards, (4) there may be a lack of sufficient storage space and adequate equipment. Yet the advantages of on-site facilities are

the control the Head Start program can exercise over the food selection and preparation, and the ability to consistently provide higher quality food for children.

School Food Staff of Head Start Programs need to work with the food service manager to modify the menu to meet the needs of the school age child. An accommodation between Head start Program needs and school food service needs can be achieved through mutual understanding and cooperation. If the school food service is used as a caterer, there should be a contract for this service as with any other caterer.

Private Caterer Some Head Start Programs that do not have proper food preparation facilities have their food prepared and delivered by private caterers or from nearby schools. A written contract should be established. Head Start must exercise close control over the menu, the amount of food provided, recipes, food preparation practices, sanitation, delivery facilities, and personnel to make sure these meet the required Performance Standards. Contractural agreements should contain a severance clause if the contractor does not adhere to agreed upon conditions.

The nutritonist can contribute significantly to insuring a high quality feeding program by participating in the contractual agreements with the caterer and overseeing their implementation.

Funding for Meals and Snacks

The Child Care Food Program administered by the United States Department of Agriculture was authorized on a permanent basis May 1, 1980 in Public Law 95-627. This legislation authorizes non-profit, non-residential institutions providing day care for children to obtain reimbursement for the meals and snacks served. Under this legislation children in home-based programs are not eligible to receive reimbursement for meals and snacks except on days when they are served meals in licensed centers. (See section on home based programs.)

The Food and Nutrition Service of USDA administers the program either regionally or through the State agencies. A list of the USDA Regional Offices and the States in which they administer the Child Care Food Program is included in the Appendix.

Reimbursement is calculated on each child's eligibility to receive free, reduced price, or paid meals based on the family's annual income.

In order to qualify for the USDA Child Care Food Program reimbursement, Head Start programs must adhere to the USDA regulations for meal content, size of portion, records to be kept, and safety and sanitation procedures.

ACYF requires that all Head Start programs participate in the USDA Child Care Food Program or the National School Lunch Program.

If the school systems are not participating in these USDA food programs then the grantee school board is eligible to receive reimbursement under the Child Care Food Program.

Based on survey data, the USDA, reimbursement covers on an average 60% of the Head Start Program's food and food service costs. The additional funding needed must be provided by ACYF.

Programs must become knowledgeable on how to budget supplementary ACYF funding required for the food service operation so that double funding does not occur.

Increasing the efficiency and economy of the food service operation will result in the USDA reimbursements covering a greater portion of the food service operation costs.

USDA also provides publications as well as training sessions for participants of the USDA Child Care Food Program. Training activities between USDA and ACYF should be coordinated to prevent duplication and unnecessary training costs. To obtain information about USDA publications and training sessions contact your State educational agency of your Food and Nutrition Service, Regional Office.

C. Other USDA Programs

Special Supplemental Food Program for Women, Infants and Children (WIC) One of the Agriculture Department's food assistance programs that has been helpful to low income families is the Special Supplemental Food Program for Women, Infants and Children (WIC). Operated by local health agencies, the program provides monthly food packages along with nutrition education to pregnant, lactating and postpartum women, and to infants and children up to age 5. Participants are individually certified, by competent health personnel, to be at "nutritional risk" because of inadequate nutrition and low income.

The supplemental foods include iron-fortified cereals, vitamin C-containing fruit or vegetable juice, iron-fortified formula for infants, whole fluid milk or other approved dairy products and eggs.

Food Stamps These are provided to families on welfare and others meeting the USDA federal and State guidelines for poverty. Eligible families depending on the number of dependents in the household purchase food stamps on a monthly or a semi-monthly basis in some instances. These stamps enhance the family's food purchasing power. Check the most current USDA regulations covering the eligibility and benefits to families.

Needy families must be informed of all the food assistance programs available in the community and encouraged to participate.

QUALIFICATION AND FUNCTIONS OF THE NUTRITIONIST

Qualifications

A qualified nutritionist is one who meets the educational and training requirements for registration in the American Dietetic Association, plus one year of experience in community nutrition including nutrition services to infants and preschool children or one who has a baccalaureate degree with a major in foods and nutrition, dietetics or equivalent hours of food and nutrition courses plus two years of experience in community nutrition including services to infants and preschool children.

In addition to meeting the academic and experience qualifications, the nutritionist must understand different cultures and value systems and possess basic skills needed for good human relations.

Competencies

A Nutritionist is expected to be able to:

1. Develop, implement and evolve a system for providing a high quality food and nutrition program appropriate to the needs of infants and the preschool child.

2. Help staff identify needs of the children served and their families.

3. Assess the nutritional status of the children from available health records and a dietary history.

4. Counsel parents (group or individually) effectively and appropriately on meeting special nutritional needs of children.

5. Know local, State and Federal child care licensing and sanitary standards and help programs come into compliance.

6. Identify the needs of food service staff in areas relating to the production of a quality food product and plan a training program to meet their individual needs (budgeting, food purchasing, storage, sanitation, food preparation and service, job scheduling, equipment and work simplification methods).

7. Conduct pre-service and in-service training of food service personnel or provide for competent resources in the community.

8. Provide resource materials and methods to Head Start teaching staff for the integration of food-related activities into the total education program and demonstrate how mealtime can be used to meet the developmental and socialization needs of children.

9. Help parents and staff become knowledgeable and aware in the following areas: interpretation and explanation of the Performance Standards; understanding of the role nutrition plays in the child's physical and mental development; selection and preparation of food to meet family needs.

10. Identify and involve community resources in training and technical assistance as well as providing nutrition services.

11. Help staff provide opportunities for involvement of parents in the nutrition component.

12. Help staff establish a procedure for communicating information about menus and the child's nutritional progress (eating patterns, acceptance of new foods, height-weight gains etc.) to parents.

TYPICAL FUNCTIONS OF THE NUTRITIONIST

Grantee or Delegate Agency

1. assess the nutrition component needs and develop a plan to meet these needs;
2. assist in preparation of Grantee Refunding Application (A-102);
3. help to budget for nutrition program;
4. organize an appropriate purchasing, record-keeping and reporting system;
5. advise on food preparation facilities and equipment needs;
6. assist in drawing up a contract for any catered food systems and help in the selection of caterer;
7. prepare job descriptions, job schedules, and food service personnel performance assessment procedures;
8. provide pre-service, in-service, and supplementary training for food service staff;

Center - Food Service Personnel

1. determine training needs of food service personnel;
2. provide on-going training to meet the cook's individual needs;
3. assist in correction of sanitary and safety violations;
4. establish a substitute cook roster and provide pre-service training for these individuals;
5. provide training to prepare special diets as determined by special needs assessment;
6. develop and implement a plan to assure that staff understands:
   - o the developmental and socialization needs of children and contribution of family style food service to meeting these needs;
   - o ways to communicate to parents and volunteers information on food preparation, menu planning, etc.;

Classroom - Teaching Staff

1. develop and implement a plan to assure that staff understands:
   - o The developmental and socialization needs of children and relates them to the use of family style food service in meeting these needs;
   - o use of mealtime as a learning experience for language development, forming good food habits, decision-making, sharing responsibility, socialization, etc.;
2. develop guidelines for staff to make observations on children's eating patterns;
3. develop a plan with staff to introduce new foods into the child's experience;
4. insure that staff make accurate height-weight measurements on children;

TYPICAL FUNCTIONS (continued)

Grantee or Delegate Agency

9. provide appropriate nutrition and consumer education for parents and staff and maintain a procedure for sharing nutrition activities with parents;

10. coordinate nutrition activities with those of other Head Start program components and of other agencies and resources;

11. interpret USDA, ACYF nutrition component standards and policies; and

12. work with appropriate committees.

Center - Food Service Personnel

- how children form good food habits and attitudes;
- how to provide opportunities for parent involvement in nutrition component activities;
- ways to meet cultural and ethnic needs of children served; and
- ways to participate in classroom food preparation activities.

Classroom - Teaching Staff

5. provide appropriate resource materials for daily classroom nutrition activities;

6. develop a plan for specific opportunities for involvement of parents in daily nutrition activities.

ACYF's Expectations

ACYF - expects the Nutritionist to:

Become fully knowledgeable of the Head Start philosophy, the nutrition component and Performance Standards in order to interpret them to the local program and help in implementation.

Serve as a communication link between the local, regional and federal levels; work closely with program personnel, and the State T/TA providers. Keep abreast of new developments, including pertinent legislation, in areas affecting the program or its recipients. Share and communicate problems and successes occurring in the program.

The nutritionist at the local level can help the Head Start Director, meet obligations for the nutrition component by providing the following liaison services:

Evaluating the nutrition component and making recommendations for needed program changes;

Establishing priorities for T/TA in nutrition; and

Preparing and interpreting the nutrition budget.

Grantee's Expectations

In addition to the typical services identified on the previous page, the grantee can expect the Nutritionist to:

Appraise realistically the nutrition component goals that can be achieved within the framework of time and resources allotted.

Discuss all nutrition program needs with Head Start Director and staff and jointly plan actions specifying responsiblity and roles of staff for implementation within a given time frame.

Utilize the most economical and effective procedures particular in budget planning, personnel, and facilities, such as: identifying and using community resources, utilizing a combination of cluster and individual training, etc.

Make specific recommendations where budget changes appear to be necessary.

Provide specific clear and concise recommendations (oral and written) which can be implemented by staff persons responsible without having to make further inquiries.

Devise an on-going follow-up system for staff to ensure continuity and consistency in the application of recommendations and skills learned.

Plan on-site visits with Center or Delegate Agency.

Prepare clear and concise report for agency visited on purpose of visit, recommendations and follow-up.

Mode of Operation

Learn the System

The Head Start Director should schedule your formal introduction to staff and parent groups.

a. Obtain a list with titles, addresses and phone numbers of staff, Health Advisory Committee, or other appropriate committees policy council and parent groups.

Get information on locations and specific routes for reaching various centers.

In conjuction with program personnel, contact the persons listed below to introduce yourself.

Child Development Program Specialists
in Regional Office
State Training Providers
Health Liaison Specialist
State Public Health Nutritionist
Members of Health Advisory Committee/or other appropriate committes
USDA - Child Care Food Program Nutritionist
National School Lunch Program Nutritionist and
School Food Personnel
County Extension Home Economist
WIC program Staff

Get On With the Job

A suggested procedure of operation is detailed below:

Assess program needs.

Visit all centers if possible. If not, make sure to visit those that Head Start personnel and previous monitoring reports identify as having problems.

Assess the nutrition component.

Assessment techniques include:

Interview of center and administrative personnel, examination of records, use of past and current self-assessments, monitoring, T/TA, nutrition consultant's reports, minutes of Policy Council, and on-site observations.

Make composite summation of needs and list in order of priority (with those threatening health and safety first).

Propose actions to meet the identified needs.

Indicate common actions for all centers.

Indicate actions specific to needs of a particular center.

Specify resources needed to implement and follow-up. Itemize.

What you will do?
What specific members of Head Start need to do?
What funding, if any, is needed?
What community resources (specific) will be involved?
Who will be responsible for follow-up?
What method of follow-up is to be used?

Specify time frame in which actions can be accomplished such as: short term, long term, or on-going.

Review your proposed plans with Head Start Director and staff to finalize action plans and priorities. Ask the Head Start Director to designate one staff member in each center to serve as the nutrition liaison person if this person is to be other than the Head Start Director.

Implement Plan

Contact each nutrition liaison person.

Set up a plan for providing technical assistance needed; set up training schedules and agendas with the approval of the career development committee. A variety of training techniques can be employed to meet general and individual needs of the personnel such as:

On-site individualized instruction by you
On-going cluster or group training by you
Periodic workshops initiated by you or available in community
Training and Technical Assistance available through State or Regional Training Office
Use of community resource training facilities
- adult and vocational courses
- junior college courses
- correspondence courses
- utility company demonstrations
- school food, nursing home training

Use of a Head Start Program with a good nutrition component to train others.

Keep a complete but concise record of all actions undertaken specifying dates, accomplishments, recommendations, next action steps. Send a copy of each record to the Head Start Director and Nutrition Coordinator.

Keep the Child Development Program Specialists informed of your activities and enlist their help as needed.

Visit the program periodically to check progress achieved.

Periodically review the program for application of skills already learned.

Work Effectively

Make sure task is spelled out specifically enough so you can estimate what you can do in a specific time frame and what the end product of your services will be.

Make sure that the Head Start Director has complete understanding of the above facts and that they are written into the task assignment or agreement.

Clear appointments for on-site visits with Director, and Center staff.

Be prepared to provide immediate on-site technical assistance rather than delay having to get the needed information and present it on a return visit.

Keep local staff and Head Start Director informed of your activities (oral and/or written as appropriate).

Set up follow-up mechanism with the Nutrition liaison person.

Point out problem areas you have noted during your on-site visits that were not part of your original assignment and make pertinent recommendations.

Write final report and send copies to Head Start Director, and other designated.

Prepare Written Reports

Suggestions for inclusions in reports

Persons contacted (name and title), date, method of contact
Purpose of visit
Narrative description of activity
Summation of visit in terms of
- recommendations made
- priorities established
- follow-up actions.

Address contents of all reports to the wide range of audience who might have interest in them, namely agency staff, training officers, and future specialists.

Keep it simple, clear concise but include sufficient detail to transmit needed information

Indicate problems identified and additional resources required and needed changes in program objectives, options, etc.

Specify training needs both immediate and long term

Provide enough detail to assure continuity and consistency in future efforts.

DEVELOPING LINKAGES WITH COMMUNITY RESOURCES

There are public, private and voluntary agencies and organizations in the community that provide nutrition and health services to children and families. Many of these agencies have nutrition personnel on staff. These agencies have a key role to play in helping to meet the needs of low income families. The Head Start Director and Staff should explore the establishing of linkages with these community resources.

Arrangements should be made with these groups to supplement the services that can be provided by he Head start staff. Such arrangements include cooperation in the provision of nutrition education for children, parents and staff. Nutrition services for the handicapped child, nutrition counseling for families, training of staff in child nutrition and food service.

The linkages should focus on maximum utilization of the resources and avoid duplication among the various agencies. A desirable outcome of establishing linkages would be specific collaborative agreements between cooperating agencies. Example of such resources that particularly pertain to the nutrition component are:

1. Programs of the United States Department of Agriculture
   National School Lunch Program
   Child Care Nutrition Program
   Supplemental Food Program for Women, Infants, and Children (WIC)
   Food Stamp Program
   Extension Service Expanded Food and Nutrition Program

2. Other Organizations and Agencies
   State and local Health departments
   Maternal and Infant Care Programs
   Children and Youth Programs
   Comprehensive Health Centers
   Child Development Centers
   Crippled Children's Programs
   University Affiliated Centers for Training Professionals in the Care of the Developmentally Disabled
   Colleges and Universities
   Local School Departments
   Local Hospitals
   State and local Home Economics Associations
   State and local Dietetic Associations
   National Dairy Council
   American Diabetes Association
   American Heart Association

BIBLIOGRAPHY RELATED TO NUTRITION COMPONENT INCLUDING NUTRIITION EDUCATION

Table of Contents

A. Guides Related to the Nutrition Component

1. Books and pamphlets

2. Films and slides

B. Nutrition Education for the Child

1. Books and pamphlets

2. Films and filmstrips

C. Cooking Activities for Children

1. Books and pamphlets

2. Films and filmstrips

D. Nutrition Education Resources

1. Monographs, lists of references

2. Catalogues

3. Sources of information on food program legislation

E. Food Service Management

1. Book and pamphlets

2. Films and filmstrips

F. Safety and Sanitation

1. Books and pamphlets

2. Film and filmstrips

G. Information on How to Order Educational Materials

Educational Materials

A. Guides Related to the Nutrition Component

1. Books and Pamphlets

a. A Guide for Local Nutriion Consultants on The Nutrition component of Head Start Programs

Users: Nutritionists/Dietitians

A guide for the Nutrition Specialist beginning to serve in a local Head Start program which details the Head Start philosophy and the functions of the nutritionists. Includes an annotated list of resources.

b. Nutrition Training Guide for Classroom Personnel in Head Start Programs (1976).

Publication No. (OHDS) 76-31527

Users: Nutritionists/Dietitians, Teachers, Aides

Suggested activities, resources and assessment criteria are provided for achieving the competencies needed by classroom staff to meet the Nutrition Performance Standards.

Single copies of the above publications are available by writing to the Head Start Bureau, Administration for Children, Youth and Families, Office of Human Development Services, Department of Health and Human Services, P.O. Box 1182, Washington, DC 20013.

c. Robert's Nutrition Work with Children - Ethel Austen Martin and Virginia A. Beal, 1978

Available from: The University of Chicago Press
Chicago, Illinois 60637
Cost: $16.00
Users: Nutritionists, Dietitians, Teachers

Interprets present knowledge of nutrition in terms of principles and procedures for attaining better nutritional health for children and recognizes the interrelatedness of physical, mental, social and emotional development.

d. Nutrition in Action, Ethel Austen Martin, 1971.

Available from: Holt, Rinehart and Winston, Inc.
New York, N.Y.

Cost: $16.95
Users: Nutritionists, Dietitians, Teachers

The book provides nutrition subject matter for students with various backgrounds; it interprets nutrition in terms of the students' well-being and the nutritional welfare of those they serve.

e. Nutritional Disorders of Children -- Prevention, Screening and Follow-up, 1976 Public Health Service DHEW Publication No. (HSA) 76-5412

Available from: Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402

User: Nutrition Specialist

Guide for evaluating nutritional status of children, conducting the screenings; includes standardized growth charts and sample questionnaires for dietary history.

f. Feeding Management of a Child With a Handicap

Single copy available from:

University of Tennessee
Child Development Center
Department of Nutrition
711 Jefferson Avenue
Memphis, Tennessee 38105

Cost: $4.00

User: A guide of Professionals.

This pamphlet suggests how to help the child with a hanicapping condition develop self-feeding skills.

Discusses the interdisicplinary approach to th feeding problems of handicapped children.

g. Cultural Food Patterns in the USA

Available from: American Dietetic Association
430 N. Michigan Ave.
Chicago, Illinois 60611

Cost: $2.50
User: Nutritionists, Dietitians, Food Service Personnel, Teachers.

Discusses the food customs and commonly eaten foods of the cultural groups in the United States.

h. Early Childhood Nutrition Program, 1979

Available from: Mailing Room #7
Research Park
Cornell University
Ithaca, NY 14853

Cost: $20.00
User: Teachers, aides, parents

A series of four booklets entitled:

- Early Childhood Educator's Nutrition Handbook by Christine Olson, Jill Randell with Linda Morris.

  Provides information on nutrition and food habits of preschoolers to enable the teacher to add a nutrition dimension to children's learning activities.

- Educator's Guide: Food Experiences for Young Children, Jill Randell and Christine Olson.

  Describes food and nutrition activities including recipes, songs, stories and puppet shows. Provides a listing of resources.

- Nutrition Activities: Preschoolers and Parents, Jill Randell and Christine Olson (Available in English or Spanish).

  Describes how to bring classroom experiences into the home.

i. Clinch - Powell's Home Start Materials

1) Clinch - Powell's Home Visitor Guide to Family Nutrition, 1977, Vicki S. Dean and Janice M. Lewis.

Outlines a one-year plan for nutrition education.

2) Clinch - Powell's Home Visitor Guide to Assessing Family Nutrition, 1977, Vicki S. Dean and Janice M. Lewis.

Contains a check list of parent and child related skills.

3) Clinch - Powell's Parent Guide to Family Nutrition, 1977, Vicki S. Dean and Janice M. Lewis.

Contains information for parents about nutrition and related topics as well as suggestions for activities.

Cost: $8.50 for set of 3 booklets described above.
User: Parents

Available from: Clinch - Powell's Educational Cooperative
P.O. Box 279
Tazewell, TN 37879

B. Nutrition Education for the Child, General

1. Books, Pamphlets, Materials

a. Nutrition Education for Retarded Children - A Program for Teachers, 1980.

Available from: The University of Tennessee
Center for Health Sciences
Child Development Center
711 Jefferson Ave.
Memphis, TN 38105

Cost: $6.50 plus .50 postage and handling
User: Teacher, Aides

Describes the alteration in teaching methods that must be made for teaching nutrition to the mentally retarded. These same techniques were successfully used for teaching nutrition to normal kindergartners.

b. Food is Good: Book I: Kim Likes to Eat,
Book II: Food Helps Kim Grow,
Book III: Kim Remembers to Wash,
Book IV: Kim Helps Care for Food, 1973.

Available from: Yakima Home Economics Association
P.O. Box 2424
Yakima, WA 98902
Also available in Spanish.

Costs: $.50
Users: Teachers, Parents and Children

Presents basic nutrition concepts in terms that preschoolers would understand.

c. Food Before Six: A Feeding Guide for Parents of Young Children.

Available from: National Dairy Council
6300 North River Road
Rosemont, IL 60018

OR: Local Dairy Council Office

Cost: $.15
Users: Food Service Staff, Teachers and Parents

The booklet discusses the philosophy of feeding children with practical suggestions for helping children enjoy eating.

d. Food Early Choices - A Nutrition Learning System for Early Childhood.

Available from: Local Dairy Council Office

Cost: Contact local Dairy Council Office
Users: Teachers, Parents

Presents a nutrition learning system for use with three and four year olds in nursery schools and day care centers. Routine experiences are provided which

encourage wise food choice by young children. Contains a parent component to extend the child's learning at home.

e. Growth Record.

Available from: National Dairy Council
6300 North River Road
Rosemont, IL 60018

OR: Local Dairy Council Office

Cost: $.05
Users: Children, Teachers, Parents

Bar graphs are provided to record changes in child's height and weight so that the child can visualize his/her growth pattern and learn about the foods needed for growth.

f. Standardized Growth Charts, Birth to 18 years, 1977. National Center for Health Statistics, Public Health Service, Department of Health and Human Services.

Single copy availabe from: National Center for Health Statistics, PHS, DHHS
3700 East-West Highway, Room 157
Hyattsville, MD 20782

User: Nutritionists, Dietitians, Home Economists.

Standardized growth charts for boys and girls.

2. Films and Filmstrips

a. The Most Important Person (Motion Picture), 1972.

Available on rental from:

Encyclopedia Britannica Educational Corporation
Preview Library
Attention: K. Finley
425 N. Michigan Ave.
Chicago, IL 60611

Users: Teachers, Nutritionists, Dietitians

Includes a Kit -- 4 reels of 16mm sound and color film, 4 posters, guidebook and record. The film is designed as a multimedia program to enhance each child's self-concept, and to develop understanding about physical well-being, nutrition, feelings and creative potential. The individual films are 4 minutes long and titled:

1. Tasting Party
2. Foods Around Us
3. What's for Breakfast
4. Have a Snack!

b. How Children Learn About Food; Slides or Flash Cards with Text.

Slides available from: Audio Visual Resource Center
412 Roberts Hall
Cornell University
Ithaca, NY 14853

Cost: $10.25 for 20 slides

- OR -

Flash Cards available from: Research Park
Mailing Room Bldg. #7
Cornell University
Ithaca, NY 14853

Cost: $3.00 for 20 flash cards and guide
User: Staff and Parents

The pictures portray various situations which may arise when children are eating. They are an excellent tool to encourage discussions among those who guide young children as they establish their food habits.

c. How Food Affects You, Slide set with script (C-156)

Available from: USDA Photography Center
Office of Governmental Public Affairs
Room 4407
Washington, DC 20250

Cost: $14.50
Users: Staff and Parents

This presentation stresses the body's need for key nutrients and their use. The Daily Food Guide is included.

d. Look Before You Eat, 1978.

Available on rental from:

University of Syracuse
Film Rental Center
1455 E. Colvin St.
Syracuse, NY 13210

a 22 minute film.

Cost: $26.50 rental and shipping
Users: Cooks, Parents, Teachers

e. Eat, Drink and Be Wary, 1976.

Available on rental from:

University of Syracuse
Film Rental Center
1455 E. Colvin St.
Syracuse, NY 13210

Cost: $21.50 rental and shipping
Users: Cooks, Parents, Teachers

A critical examination of eating habits, nutritional losses in food processing, food additives, and the role of food manufacturers in changing our diets. (a 21 minute film)

C. Cooking Activities for Children

1. Books and Pamphlets

a. Cooking and Eating With Children - A Way to Learn, 1974

Available from: Association for Childhood Education, International
3615 Wisconsin Ave. NW
Washington, DC 20016

Cost: $3.00 plus .30 for postage and handling
Users: Nutritionists, Teachers

Describes how to plan and carry out food preparation activities and how to use these activities to learn mathematics, art, language, science, for young children.

b. Creative Food Experiences for Children, Mary T. Goodwin and Gerry Pollen, 1974.

Available from: Center for Science in the Public Interest
1755 "S" St., NW
Washington, DC 20009

Cost: $5.95
Users: Teachers, Aides

Food experiences for children of all ages including preschoolers are outlined to include objectives, materials and procedures with additional notes to the teachers. The resource section is extensive.

D. Nutrition Education Resources

1. Monographs, Reference Lists and Catalogues

a. Preschool Nutriton Education Monograph. Society for Nutrition Education Monograph No. 3. 1978.

Available from: National Nutrition Education Clearing House
2140 Shattuck Ave., Suite 1110
Berkeley, CA 94704

Cost: $5.00
Users: Teachers, Nutritionists, Dietitians, Home Economists

The monograph contains reprints of articles on preschool nutrition education programs and materials useful to staff and parents. Also includes reviews and abstracts of reliable articles and books, pamphlets and audio-visuals useful as resources and/or teaching materials.

b. The Journal of Nutrition Education. Published by the Society for Nutrition Education.

Available from: Society for Nutrition Education
2140 Shattuck Avenue
Berkeley, CA 94704

Cost: $20.00 per subscription

Provides reviews of books, games, articles, etc. on nutrition education materials in all groups as well as bibliographies on requested subjects.

c. ERIC Clearinghouse on Early Childhood Education
(ERIC/ECE)
805 W. Pennsylvania Avenue
Urbana, Illinois 61801

Will provide a list of recent publications on topics related to early childhood education and effects of nutrition.

d. Nutrition Education Materials Catalogue

Available from: Local Dairy Council Unit.

- OR -

National Dairy Council
6300 North River Road
Rosemont, Illinois 60018

User: Staff

Contains descriptions of available Dairy Council education materials listed by age groups and how to order; also a listing of the local Dairy Council Units

e. Publications of the USDA Food and Nutrition Service.
FNS-11. U.S. Department of Agriculture.

Available from: Check with your local Agriculture Extension Office

User: Nutritionists and Head Start Staff

Contains brief description of educational materials available.

f. Scholastic Periodicals for Preschool

Let's Find Out

Available from: Scholastic Magazines, Inc.
902 Sylvan Ave.
Box 2001
Englewood Cliffs, N.J. 07632

Cost: $3.90 for from one to nine copies; $1.95 for one to 10 copies
Users: Teachers, Children, Parents

A monthly periodical for early childhood organized on the basis of learning by doing, participating, exploring, 8 issues. Accompanied by teacher's guide. $16.00.

2. Sources of Legislative Information on Food Programs

a. CNI Weekly Report

Available from: Community Nutrition Institue
1146 19th St.
Washington, DC 20036

Cost: $35.00 per subscription
User: Nutritionists, Dietitians

Summarizes progress of Federal food and nutrition legislation, and provides information about nutrition activities of Federal, State and private agencies.

E. Food Service Management

1. Books and Guides

a. Food Service for the Extended Care Facility, 1973.

Lendal H. Kotschevar, Cahners Books, Boston, Massachusetts.

Available from: CBI Publishing Co.
51 Sleeper Street
Boston, MA 02210

Cost: $21.95
Users: Nutritionists, Dietitians

Complete guide to operating a food service program which is especially helpful in the area of budgeting. Also includes a sample of an inspection report form for a food service department used by U.S. Public Health Service and a 13-page detailed form for surveying a food service department. Much of the material in this comprehensive text will be helpful to food service personnel in programs for children.

b. Food Service Manual for Health Care Institutions

American Hospital Association, 840 N. Lake Shore Drive, Chicago, Illinois 60611, 1972.

Cost: $15.00
Users: Nutritionists, Dietitians

A guide to food service management which is especially helpful in budgeting, job specifications and food purchasing. A detailed food purchasing guide is included.

c. Training Guide for Food Service Personnel in Programs for Young Children. Instuctor's Manual, 1979.

DHEW Publication No. (OHDS) 80-31152.

Available from: Head Start Bureau
ACYF/OHDS
Department of Health and Human Services
P.O. Box 1182
Washington, DC 20013

Users: Nutritionists, Dietitians, Food Service Specialists.

A manual for nutritionists, dietitians and food service specialists who are conducting training programs.

The guide provides competency-based training activities for food service personnel in group day care based on their assessed needs. The competencies were developed by Head Start nutritionists and Head Start food service personnel.

d. USDA Publications - Food and Nutrition Service

Available free to programs participating in the Child Care Food Program from:

State Agency Administering the Child Care food Program, or USDA, Food and Nutrition Service Regional Office (See Section on How to Order Educational Materials.)

(1) Planning Guide for Child Care Centers - FNS-64.

User: Food Service Personnel

Provides useful information for food service according to CCFP Guidelines.

(2) Equipment Guide for Preschool and School Age Children Service Institutions - FNS PA - 999.

User: Nutritionst, Staff

(3) Food Buying Guide for Child Care Centers - FNS-108.

User: Food Service Personnel

(4) Food Storage Guide for Schools and Institutions - FNS PA-403.

Users: Nutritionists, Head Start Staff

Useful for a large scale centralized feeding operation.

(5) A Guide for Precosting Food for School Food Service - FNS No. 1185.
Users: Nutritionists, Dietitians, Food Service Personnel

(6) A Management Manual for Child Care Institutions - FNS PA - 1265.

Users: Nutritionists, Food Service Personnel

e. Other USDA Publications

(1) Food: Hassle-free Guide to a Better Diet (1979)
Good Morning Breakfast
Is It True What They Say About Snacking?

Home and Garden Bulletin Number 228

Available from: Consumer Information Center
Department Z
Pueblo, CO 81009

Cost: Free
Users: Teachers, Parents, Staff

Discusses in lay language what is good nutrition and how to put the knowledge to work for you. Quick and easy recipes, complete with calorie counts and illustrations.

(2) Nutrition and Your Health 656H (1980)

Available from: Consumer Information Center
Department Z
Pueblo, Colorado 81009

Cost: Free
Users: Parents, Teachers, Staff, Nutritionists

Dietary guidelines to help maintain good health; common health hazards associated with the typical diet.

(3) Ideas for Better Eating, 1981. Science and Education Administration,

For sale by the: Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402

Cost: Not Known
Users: Nutritionists, Dietitians, Food Service Personnel, Parents.

Provides ideas and recipes to help use the recommended dietary guidelines in daily choices of food, at home and away from home.

(4) School Breakfast Menu Planning Guide - FNS-7.

User: Food Service Personnel

(5) Quantity Recipes for Child Care Centers - FNS-86.

User: Food Service Personnel

Recipes in child-sized portions for 25 and 50 servings.

f. Simplified Recipes for Day Care Centers. 1975.

Armusen, Patricia D.

Available from: CBI Publishing
51 Sleeper St.
Boston, Mass. 02210

Cost: $12.95
Users: Cooks, Nutritionist, Dietitians

Spiral bound collection of 156 simplified recipes for 25 child-age servings to meet the nutritional needs and appetities of children 2-6 years of age. Recipes are presented in table format along with a list of steps for food preparation.

Quantity Recipes. Wood, M.H. and Harns, K. 1973.

Available from: Mailing Room, Bldg. #7
Research Park
Cornell University
Ithaca, NY 14853

Cost: $2.50
Users: Nutritionists, Dietitians, Food Service Personnel

Contains more than 400 recipes to yield 50 servings each. It also contains valuable information on equipment and techniques for quantity cooking.

2. Films and Slides

a. Menu Planning for Child Care Programs. Slides
Dawn D. Treadwell

Available from: Mailing Room, Bldg. #7
Research Park
Cornell University
Ithaca, NY 14853

Cost: $23.75
Users: Parents, Nutritionists, Dietitians, Food Service Personnel

Contains 72 slides with script and discussion guide; includes menu planning, nutrient needs, child-sized portions, food costs, equipment, etc.

b. Protecting the Public. Filmstrips and records

1) The Personal Side - personal sanitation

2) Food Protection - cooking, reheating, serving, storage, etc.

3) Establishment and Equipment Sanitation

Available from: Educational Materials
311 First St. N.W
Washington, DC 20201

Cost: $40.00 per set plus $4.00 for shipping
Users: Nutritionists, Dietitians, Food Service Personnel

These have been useful in many Head Start programs in training cooks in safety and sanitation.

F. Safety and Sanitation

1. Standards and Regulations

a. Federal Sanitation Code

Food Service Sanitation Manual. U.S. Department of Health, Education and Welfare. Public Health Service, Food and Drug Administration, Division of Retail Food Protection. Washington, DC 20402. Publication No. (FDA) 78-2081, 1976.

Available from: Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402

Check with State Health Department for a free copy.

Users: Nutritionist, Dietitian, Food Service Specialist

This manual contains information that will assist food service personnel in the development and maintenance of food service operations. Language is technical.

b. State and Local Day Care Licensing Regulations

Local and State Sanitation Codes

Check with your State and Local Health Departments

c. Head Start Program Performance Standards

Obtain from: Head Start Bureau
ACYF/OHDS
Department of Health and Human Services
P.O. Box 1182
Washington, DC 20013

G. How to Order Materials

Prices quoted in this bibliography were in effect at the time the bibliography was assembled and should be checked for the current price at the time of ordering.

Prices for materials from the Government Printing Office are not quoted because of the frequency with which they change. Before ordering contact your nearest Government Printing Office bookstore or the Superintendent of Documents, Washington, DC 20402 to determine the current selling price. The bookstores will accept Master Card, Visa, or deposit account changes.

If ordering a copy of a free publication from the Consumer Information Center, please print the word "FREE" on the envelope.

FOOD AND NUTRITION SERVICE
REGIONAL OFFICES

NEW ENGLAND REGIONAL OFFICE
Food and Nutrition Service
U.S. Department of Agriculture
33 North Avenue
Burlington, Mass. 01803

Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont
Commercial and FTS 617-223-4772

MID-ATLANTIC REGIONAL OFFICE
Food and Nutrition Service
U.S. Department of Agriculture
One Vahlsing Center
Robbinsville, N.J. 08691

Delaware, Maryland, New Jersey, New York, Pennsylvania, Virginia, West Virginia, Puerto Rico, Virgin Islands, District of Columbia

Commercial 609-259-3041
FTS 342-0303

SOUTHEAST REGIONAL OFFICE
Food and Nutrition Service
U.S. Department of Agriculture
1100 Spring Street, N.W.
Atlanta, Georgia 30309

Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, Tennessee, South Carolina

Commercial 404-881-4911
FTS 257-4911

MID-WEST REGIONAL OFFICE
Food and Nutrition Service
U.S. Department of Agriculture
536 South Clark Street
Chicago, IL 60605

Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin

Commercial 312-353-6673
FTS 353-6673

SOUTHWEST REGIONAL OFFICE
Food and Nutrition Service
U.S. Department of Agriculture
1100 Commerce Street
Dallas, TX 75202

Arkansas, Louisiana, New Mexico, Oklahoma, Texas

Commercial 214-767-0214
FTS 767-0214

MOUNTAIN PLAINS REGIONAL OFFICE
Food and Nutrition Service
U.S. Department of Agriculture
2420 West 26th Avenue, Rm. 430-D
Denver, CO 80211

Colorado, Iowa, Kansas, Utah, South Dakota, Missouri, Montana, Nebraska, North Dakota, Wyoming

Commercial 303-837-5071
FTS 327-5071

WESTERN REGIONAL OFFICE
Food and Nutrition Service
U.S. Department of Agriculture
550 Kearney Street
San Francisco, CA 94108

Alaska, Arizona, California, Hawaii,
Samoa America, Guam, Idaho, Nevada,
Oregon, Trust Territory, Washington

Commmercial 415-556-4956
FTS 556-4956

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
OFFICE OF HUMAN DEVELOPMENT SERVICES
ADMINISTRATION FOR CHILDREN, YOUTH & FAMILIES

REGION I

Regional Program Director/ACYF
JFK Building, Room 2011
Boston, MS 02203
FTS (8) 223-6450

REGION II

Regional Program Director/ACYF
Federal Building
26 Federal Plaza
New York, NY 10278
FTS (8) 264-2974

REGION III

Regional Program Director/ACYF
Box 13716
3535 Market Street
Philadelphia, PA 19101
FTS (8) 596-0356

REGION IV

Regional Program Director/ACYF
101 Marietta Tower
Atlanta, GA 30323
FTS (8) 242-2134/2291

REGION V

Regional Program Director/ACYF
300 South Wacker Drive, 29th Floor
Chicago, IL 60606
FTS (8) 353-6503

REGION VI

Regional Program Director/ACYF
1200 Main Tower Building
Dallas, TX 75202
FTS (8) 729-2976

REGION VII

Regional Program Director/ACYF
601 E. 12th Street
Kansas City, MO 64106
FTS (8) 758-5401

REGION VIII

Regional Program Director/ACYF
Federal Office Building
1961 Stout Street
Denver, CO 80294
FTS (8) 327-3106

REGION IX

Regional Program Director/ACYF
50 United Nations Plaza
San Francisco, CA 94102
FTS (8) 556-6153

REGION X

Regional Program Director/ACYF
Mail 813
1321 Second Avenue
Seattle, WA 98101
FTS (8) 399-0483

Director, Indian, Migrant Program Division
400 Six Street, S.W.
Room 5831/Donohoe Building
Washington, DC 20201
(202) 755-7715